

Z L Madden Elementary

459 West Centennial Street
Spartanburg, South Carolina 29303

Grades	PK-6 Elementary School	
Enrollment	445 Students	
Principal	Joyce B. Ruth	864-594-4452
Superintendent	Dr. Lynn Batten	864-594-4400
Board Chair	David W. Cecil, II	864-594-4400

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	39	63	13

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Unsatisfactory	No

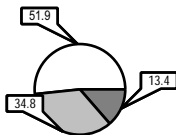
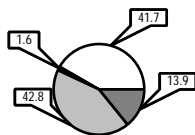
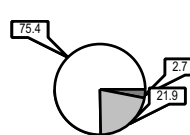
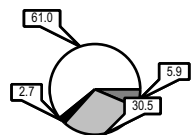
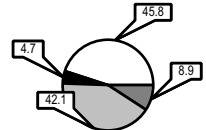
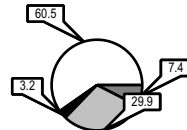
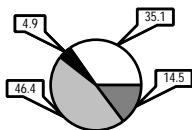
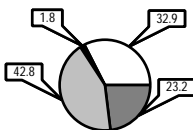
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	216	100.0	51.9	34.8	13.4	0.0	23.0	No	Yes
Gender									
Male	101	100.0	66.3	25.8	7.9	0.0	18.0		
Female	115	100.0	38.8	42.9	18.4	0.0	27.6		
Racial/Ethnic Group									
White	15	100.0	33.3	33.3	33.3	0.0	41.7	I/S	I/S
African American	183	100.0	54.6	34.4	11.0	0.0	20.9	No	Yes
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	180	100.0	44.9	39.1	16.0	0.0	26.9		
Disabled	36	100.0	87.1	12.9	0.0	0.0	3.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	216	100.0	51.9	34.8	13.4	0.0	23.0		
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	208	100.0	52.2	34.2	13.6	0.0	23.4		
Socio-Economic Status									
Subsidized meals	205	100.0	54.5	33.5	11.9	0.0	21.6	No	Yes
Full-pay meals	11	100.0	9.1	54.5	36.4	0.0	45.5		

Mathematics – State Performance Objective = 36.7%									
All Students	216	100.0	41.7	42.8	13.9	1.6	28.3	Yes	Yes
Gender									
Male	101	100.0	43.8	41.6	14.6	0.0	24.7		
Female	115	100.0	39.8	43.9	13.3	3.1	31.6		
Racial/Ethnic Group									
White	15	100.0	25.0	41.7	33.3	0.0	50.0	I/S	I/S
African American	183	100.0	45.4	42.3	12.3	0.0	25.2	Yes	Yes
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	180	100.0	32.7	48.7	16.7	1.9	34.0		
Disabled	36	100.0	87.1	12.9	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	216	100.0	41.7	42.8	13.9	1.6	28.3		
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	208	100.0	41.8	42.4	14.1	1.6	28.3		
Socio-Economic Status									
Subsidized meals	205	100.0	43.8	41.5	13.1	1.7	27.3	Yes	Yes
Full-pay meals	11	100.0	9.1	63.6	27.3	0.0	45.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	216	100.0	75.4	21.9	2.7	0.0	2.7
Gender							
Male	101	100.0	77.5	20.2	2.2	0.0	2.2
Female	115	100.0	73.5	23.5	3.1	0.0	3.1
Racial/Ethnic Group							
White	15	100.0	33.3	66.7	0.0	0.0	0.0
African American	183	100.0	79.1	19.0	1.8	0.0	1.8
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	180	100.0	70.5	26.3	3.2	0.0	3.2
Disabled	36	100.0	N/AV	N/AV	N/AV	N/AV	N/AV
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	216	100.0	75.4	21.9	2.7	0.0	2.7
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	208	100.0	75.0	22.3	2.7	0.0	2.7
Socio-Economic Status							
Subsidized meals	205	100.0	77.3	19.9	2.8	0.0	2.8
Full-pay meals	11	100.0	45.5	54.5	0.0	0.0	0.0

Social Studies							
All Students	216	100.0	61.0	30.5	5.9	2.7	8.6
Gender							
Male	101	100.0	67.4	24.7	4.5	3.4	7.9
Female	115	100.0	55.1	35.7	7.1	2.0	9.2
Racial/Ethnic Group							
White	15	100.0	33.3	50.0	16.7	0.0	16.7
African American	183	100.0	63.2	30.7	3.1	3.1	6.1
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	180	100.0	55.1	34.6	7.1	3.2	10.3
Disabled	36	100.0	90.3	9.7	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	216	100.0	61.0	30.5	5.9	2.7	8.6
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	208	100.0	60.3	31.0	6.0	2.7	8.7
Socio-Economic Status							
Subsidized meals	205	100.0	62.5	30.7	5.1	1.7	6.8
Full-pay meals	11	100.0	36.4	27.3	18.2	18.2	36.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	66	100.0	42.4	25.4	28.8	3.4	32.2
	4	66	100.0	49.2	39.7	11.1	N/A	11.1
	5	77	100.0	43.2	44.6	12.2	N/A	12.2
	6	75	100.0	64.8	18.3	14.1	2.8	16.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	65	100.0	48.1	37.0	14.8	0.0	14.8
	4	47	100.0	43.9	41.5	14.6	0.0	14.6
	5	45	100.0	52.4	38.1	9.5	0.0	9.5
	6	59	100.0	62.0	24.0	14.0	0.0	14.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	66	100.0	57.6	32.2	10.2	N/A	10.2
	4	66	100.0	49.2	44.4	4.8	1.6	6.3
	5	77	100.0	35.1	47.3	13.5	4.1	17.6
	6	75	100.0	35.2	39.4	15.5	9.9	25.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	65	100.0	51.9	37.0	11.1	0.0	11.1
	4	47	100.0	56.1	29.3	9.8	4.9	14.6
	5	45	100.0	38.1	52.4	9.5	0.0	9.5
	6	59	100.0	22.0	52.0	24.0	2.0	26.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	65	100.0	75.9	24.1	0.0	0.0	0.0
	4	47	100.0	70.7	22.0	7.3	0.0	7.3
	5	45	100.0	78.6	21.4	0.0	0.0	0.0
	6	59	100.0	76.0	20.0	4.0	0.0	4.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	65	100.0	55.6	33.3	9.3	1.9	11.1
	4	47	100.0	61.0	29.3	7.3	2.4	9.8
	5	45	100.0	66.7	28.6	2.4	2.4	4.8
	6	59	100.0	62.0	30.0	4.0	4.0	8.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 445)				
First graders who attended full-day kindergarten	100.0%	Up from 98.8%	100.0%	100.0%
Retention rate	2.1%	Up from 1.2%	4.0%	3.0%
Attendance rate	95.8%	Up from 94.9%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.9%	Up from 0.4%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.5%	Down from 0.7%	5.5%	3.2%
Eligible for gifted and talented	9.2%	Down from 11.3%	4.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.7%	Down from 9.0%	8.1%	8.2%
Older than usual for grade	0.2%	Down from 1.0%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 43)				
Teachers with advanced degrees	62.8%	Down from 68.3%	50.0%	52.6%
Continuing contract teachers	72.1%	Down from 85.4%	77.4%	83.3%
Highly qualified teachers	100.0%	Up from 97.4%	92.0%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 2.7%	3.0%	0.0%
Teachers returning from previous year	85.5%	Down from 89.2%	82.9%	87.0%
Teacher attendance rate	93.2%	Down from 93.8%	94.9%	95.0%
Average teacher salary	\$42,982	Down 2.5%	\$40,277	\$41,703
Prof. development days/teacher	22.3 days	Up from 19.6 days	14.3 days	12.8 days
School				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	13.5 to 1	N/R	16.5 to 1	18.8 to 1
Prime instructional time	87.4%	Up from 86.5%	88.8%	89.8%
Dollars spent per pupil*	\$8,092	Down 1.8%	\$7,418	\$6,242
Percent of expenditures for teacher salaries*	62.0%	Up from 61.5%	63.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	91.6%	Up from 89.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Up from Below Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.5%		89.4%	
Highly qualified teachers in high poverty schools	93.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Z.L. Madden is to provide, in cooperation with home and community, a quality education that will enable our students to meet present and future challenges successfully. It is our philosophy that to help students become lifelong learners we have to be learners ourselves. Over the past several years the faculty and staff have participated in SCRI, SCREADS, and the South Carolina Reading First initiatives, which continue the focus on literacy. Our teachers continue to work diligently to make sure they teach all of the South Carolina Standards and to include a variety of resources and methods to meet the learning styles of all students.

Along with well qualified teachers, we have outstanding community support that has enabled us to enhance our educational program. Volunteers from the local colleges/universities and Southside Baptist Church provide tutoring and mentoring for the children. Our business partners (Southside Baptist Church, Teijan Monofilament, and Farrell Chevrolet) provide school supplies, serve on school committees, and participate in school events.

This year, our students have benefited from state and district initiatives to decrease class sizes. Our first and second grade classes have been no larger than fifteen students. In addition, our students and teachers have the support of three reading recovery teachers, two resource teachers, two speech therapists, a primary literacy coach, and an intermediate literacy coach, as well as an instructional specialist and a parent involvement facilitator.

We have increased our use of instructional technology this year with the addition of a FastForWord lab and Waterford software. Also, our students are increasing their use of the internet for research purposes and programs such as power point for presentations.

Also this year we examined our school's effectiveness and developed a new school improvement plan as part of the SACS process. The process helped us to recognize our strengths and to discover those areas where change is needed. Our improvement plan focuses on helping students to improve in three areas: thinking and reasoning skills, communication skills, and learning to learn skills. Professional development and collegial planning, study, and reflection will prepare our faculty for the challenges of our improvement plan

Joyce B. Ruth, Principal
Mary Sites, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	52	58	23
Percent satisfied with learning environment	73.1%	83.9%	86.4%
Percent satisfied with social and physical environment	59.6%	76.8%	81.8%
Percent satisfied with school-home relations	33.3%	93.0%	77.3%

*Only students at the highest elementary school grade level at this school and their parents were included.